

K-12 Missouri Learning Standards School Counseling

Academic Development

*Missouri Department of Elementary and Secondary
Education Fall 2023
Updated 2/4/25*

Missouri Learning Standards K-12

1. ACADEMIC ACHIEVEMENT

CONCEPTS	GRADE K-2	GRADE 3-5	GRADE 6-8	GRADE 9-12
A. Academic Skills	<p>Identify and understand classroom routines, assignments, and activities.</p> <p>Perform classroom routines, assignments, and activities.</p> <p>Demonstrate skills needed to complete classroom routines, assignments, and activities.</p>	<p>Identify strategies to work collaboratively with others.</p> <p>Identify study skills and understand test-taking strategies.</p> <p>Apply test-taking strategies.</p> <p>Demonstrate strategies to work collaboratively with others.</p> <p>Identify academic self-advocacy skills.</p>	<p>Demonstrate study skills, strategies and utilize academic resources.</p> <p>Develop academic self-advocacy skills.</p> <p>Understand the academic decision-making process.</p> <p>Identify critical thinking and problem-solving skills.</p>	<p>Identify strategies to make informed academic decisions.</p> <p>Utilize critical thinking and problem-solving skills.</p> <p>Demonstrate ability to evaluate multiple options to make a decision.</p>
B. Academic Self- Management	<p>Identify classroom behaviors necessary for school success.</p> <p>Demonstrate classroom behaviors necessary for school success.</p>	<p>Identify time-management and organizational skills for assignments and task completion.</p> <p>Identify effective learning strategies.</p> <p>Demonstrate time-management and organizational techniques for assignments and task completion.</p> <p>Acknowledge personal responsibility for academic behaviors.</p>	<p>Work through academic challenges effectively.</p> <p>Implement effective learning strategies.</p> <p>Adapt time management and organizational skills to meet the needs of middle school.</p> <p>Develop personal responsibility for academic behaviors.</p>	<p>Adapt time management and organizational skills to meet the needs of high school.</p> <p>Demonstrate personal responsibility for academic behaviors.</p> <p>Independently apply time management skills.</p> <p>Demonstrate ownership of learning.</p>

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2. ACADEMIC TRANSITIONS

CONCEPTS	GRADE K-2	GRADE 3-5	GRADE 6-8	GRADE 9-12
A. Transitional Skills	<p>Identify how school expectations are different from home, day-care, pre-school, or previous grade.</p> <p>Identify new skills needed for middle school.</p> <p>Practice and demonstrate new skills needed for middle school.</p>	<p>Identify new grade level expectations each year (e.g., classroom behavior, academic expectations, peer collaboration in classroom).</p> <p>Identify new skills needed for high school.</p> <p>Practice and demonstrate new skills needed for high school.</p>	<p>Identify new grade level expectations each year.</p> <p>Identify new skills needed for post-secondary education and/or work force.</p>	<p>Identify new grade level expectations each year.</p> <p>Identify new skills needed for post-secondary education and/or work force.</p> <p>Demonstrate skills needed for post-secondary education and/or work force.</p>

3. ACADEMIC PLANNING

CONCEPTS	GRADE K-2	GRADE 3-5	GRADE 6-8	GRADE 9-12
A. Life-Long Learning Skills	<p>Identify activities that foster curiosity.</p> <p>Describe the need for new learning.</p>	<p>Identify the skills needed to be a self-motivated learner.</p> <p>Identify belief in one's ability to learn.</p> <p>Identify belief in one's ability to complete academic tasks.</p>	<p>Demonstrate the skills needed to be a self-motivated learner.</p> <p>Demonstrate belief in one's ability to learn.</p> <p>Demonstrate belief in one's ability to complete academic tasks.</p>	<p>Apply self-motivated learning skills in a variety of settings.</p> <p>Pursue opportunities that foster new learning.</p> <p>Apply one's ability to complete academic tasks in a variety of settings.</p>
B. Goal Setting	<p>Describe what a goal is.</p> <p>Demonstrate an understanding of the importance of goals.</p> <p>Demonstrate an understanding of educational goal setting.</p>	<p>Identify the purpose of educational goal setting.</p> <p>Practice educational goal setting.</p>	<p>Identify personal skills through self-assessment.</p> <p>Utilize current educational goals in developing an ICAP.</p> <p>Integrate skills identified through self-assessment into goal setting.</p> <p>Monitor progression towards goals and adjust accordingly.</p>	<p>Monitor and revise ICAP to incorporate goals, areas of strength, talent and interest, and assessment results.</p> <p>Demonstrate ability to set goals for post-secondary education, technical training, military service, and/or workforce.</p>

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Career Development

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1. CAREER EXPLORATION

CONCEPTS	GRADE K-2	GRADE 3-5	GRADE 6-8	GRADE 9-12
A. Self- Appraisal	<p>Identify likes and dislikes at home and school.</p> <p>Identify new activities and interests to explore.</p>	<p>Identify interests, skills, and values at home and school.</p>	<p>Clarify interests, skills, and values at home and school.</p> <p>Compare interests, skills, and values with those of workers in the local and state communities.</p> <p>Investigate Missouri career paths, clusters, and pathways as it relates to personal interests, skills, and values to inform future career decisions.</p>	<p>Refine interests, skills, and values at home and school.</p> <p>Apply what has been learned about skills, interests, and values to the world of work and/or postsecondary education.</p> <p>Identify Missouri career paths, clusters, and pathways as it relates to personal interests, skills, and values.</p>
B. Career Awareness	<p>Recognize different types of workers that you see around you.</p> <p>Recognize that all work is valuable.</p> <p>Recognize that all careers are open to anyone.</p>	<p>Explore the six career paths by identifying and describing how different interests, values, and skills align with specific types of careers.</p>	<p>Identify careers from familiar individuals and sort them in the six Missouri career paths (e.g., RIASEC Model).</p> <p>Develop a career plan utilizing the ICAP Template based on current interests, strengths, and areas for growth and development.</p>	<p>Revise ICAP based on current strengths, talents and interests, areas for growth and development, and assessment results.</p> <p>Identify the value of personal contributions to the world of work as a result of one's career choices.</p> <p>Demonstrate respect for all work as important, valuable, and necessary in maintaining a local, state, and global society.</p>

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2. CAREER PLANNING

CONCEPTS	GRADE K-2	GRADE 3-5	GRADE 6-8	GRADE 9-12
A. Career Preparation	<p>Identify various work roles within the classroom.</p> <p>Demonstrate taking part in different classroom roles.</p>	<p>Relate current student learning to each of the six (6) career paths (e.g., the RIASEC Model).</p> <p>Explain what workers do and need to know in various careers.</p>	<p>Evaluate career and educational information resources.</p> <p>Utilize career and educational information to explore career paths of interest.</p> <p>Compare personal interests with information about careers and education.</p>	<p>Integrate career and educational information with knowledge of self and six career paths (e.g., the RIASEC Model) to identify occupations of interest.</p> <p>Synthesize career and educational information gathered from a variety of sources.</p> <p>Integrate career and education information to identify next steps for personal career goals.</p>
B. Training and Career Requirements	<p>Recognize different types of post-secondary education and training.</p>	<p>Demonstrate knowledge of different types of post-secondary education and training.</p>	<p>Compare different types of post-secondary training and education as they relate to career choices.</p> <p>Utilize a variety of resources to obtain information about the levels of training and education required for various occupations.</p> <p>Identify the training and education required for occupations in career paths of interest.</p>	<p>Identify the entrance requirements and application procedures for post-secondary options.</p> <p>Apply knowledge of self to make informed decisions about post-secondary options.</p> <p>Apply research skills to obtain information on training and education requirements for post-secondary choices.</p> <p>Demonstrate knowledge and understanding of levels of training and education required for post-secondary choices and life career goals.</p>

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3. CAREER READINESS

CONCEPTS	GRADE K-2	GRADE 3-5	GRADE 6-8	GRADE 9-12
A. Skills for Job Success	<p>Identify skills needed to work cooperatively with others in a group at school.</p> <p>Identify skills and work habits needed for workers in the community.</p> <p>Identify the aspects of character (e.g., six pillars of character) that relate to the world of work.</p>	<p>Compare personal, ethical, and work skills needed for success in both school and the world of work.</p> <p>Demonstrate an understanding of how the aspects of character (e.g., six pillars of character) relate to the world of work.</p> <p>Identify personal and ethical skills needed to work with all people.</p>	<p>Demonstrate an understanding of transferable job skills.</p> <p>Demonstrate personal, ethical, and work skills as they relate to the ICAP and individual career goals.</p>	<p>Identify potential conflicts that can come up in work situations.</p> <p>Identify steps to resolve potential conflicts in the work setting.</p> <p>Assess personal, ethical, and work skills as they relate to the ICAP and individual career goals.</p>
B. Job-Seeking Skills	<p>Identify skills that help gather information and complete tasks, including learning to ask questions and basic communication skills.</p>	<p>Identify ways that workers communicate with groups and individuals.</p> <p>Apply skills to help gather information and complete tasks, including asking questions and basic communication skills.</p>	<p>Identify and demonstrate basic job seeking skills of interviewing and completing applications.</p> <p>Demonstrate an understanding of the purpose of a resume.</p> <p>Develop a portfolio of middle school/jr. high school academic and work experience.</p>	<p>Identify and develop interviewing and process skills needed for career success. These include sustaining a face-to-face conversation, answering and asking questions appropriately, preparing professional written correspondence, and appropriately responding to constructive feedback or rejection.</p> <p>Create and refine a resume to use for a variety of post-secondary opportunities.</p> <p>Implement job- and/or post-secondary seeking skills.</p> <p>Apply learned skills to post-secondary education and/or work.</p>

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Intrapersonal and Interpersonal Development

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1. SELF-MANAGEMENT

CONCEPTS	GRADE K-2	GRADE 3-5	GRADE 6-8	GRADE 9-12
A. Emotion Regulation	<p>Identify different types of feelings.</p> <p>Acknowledge different types of feelings.</p> <p>Understand different expressions of emotion.</p>	<p>Identify more complex feelings and emotions.</p> <p>Revisit and reinforce the acknowledgment of different types of feelings.</p>	<p>Transition and recognize that emotions may change from one setting to the next.</p> <p>Recognize personal reactions to emotions.</p> <p>Identify emotions early-on.</p> <p>Develop awareness of the spectrum of emotional intensity.</p>	Identify when reactions are creating dysregulation/causing distress.
B. Coping Skills	<p>Identify helpful strategies to use when feeling heightened emotions.</p> <p>Practice safe strategies to express heightened emotions.</p>	<p>Identify helpful strategies to foster positive emotional experiences.</p>	<p>Revisit and refine safe strategies to express heightened emotions.</p> <p>Revisit and refine safe strategies to foster positive emotional experiences.</p>	Apply strategies to cope with difficult situations in the moment.

2. RESPONSIBLE DECISION-MAKING

CONCEPTS	GRADE K-2	GRADE 3-5	GRADE 6-8	GRADE 9-12
A. Safe and Healthy Choices	<p>Identify safe and healthy choices at home and school.</p> <p>Identify steps of problem solving and decision making for personal safety.</p> <p>Identify refusal skills and when to use them.</p>	<p>Practice the steps of problem solving and decision making for personal safety.</p> <p>Apply effective problem-solving, decision-making, and refusal skills to make safe and healthy life choices.</p> <p>Identify the role that peer influence may have on problem-solving and decision-making skills.</p>	<p>Recognize risk-taking behaviors and evaluate potential consequences.</p> <p>Evaluate peer influence on problem-solving and decision-making skills.</p> <p>Identify personal agency in problem-solving, decision-making, and refusal skills to make safe/healthy choices.</p>	<p>Utilize decision-making skills to evaluate risk-taking behavior.</p> <p>Analyze the impact of personal decisions on the safety and health of self and others.</p> <p>Utilize decision-making skills to make safe and healthy life choices.</p> <p>Advocate for the personal safety of self and others.</p>

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3. RELATIONSHIP SKILLS

CONCEPTS	GRADE K-2	GRADE 3-5	GRADE 6-8	GRADE 9-12
A. Healthy Relationships	<p>Describe what it means to be a friend.</p> <p>Identify the qualities of a good friend.</p> <p>Identify the social skills needed to be a friend.</p> <p>Demonstrate the interpersonal skills needed to be a friend.</p>	<p>Identify decision-making process for friend selection based on good friendship qualities.</p> <p>Demonstrate the social skills needed to maintain relationships.</p> <p>Demonstrate respect for others' personal opinions and ideas.</p> <p>Exhibit mutual respect in relationships.</p>	<p>Understand the need for boundaries in healthy relationships.</p> <p>Identify safe boundaries in relationships.</p> <p>Identify ways to communicate about safe boundaries in relationships.</p>	<p>Demonstrate the ability to communicate about safe boundaries in relationships.</p> <p>Demonstrate the ability to select peers with healthy relationship skills.</p>
B. Conflict Resolution	<p>Express feelings effectively, both verbally and non-verbally.</p> <p>Identify who to ask for help when having a conflict with someone.</p>	<p>Identify the steps of solving problems and conflicts with others.</p> <p>Apply the steps of solving problems and conflicts with others.</p> <p>Identify and practice the skills used to problem solve in a variety of situations.</p>	<p>Review and implement strategies to resolve problems and conflicts successfully.</p> <p>Apply problem-solving and conflict-resolution skills to new challenges.</p> <p>Exhibit an awareness of personal responsibility in conflict situations.</p>	<p>Recognize personal responsibility in conflict situations.</p> <p>Self-assess personal problem-solving and conflict-resolution skills to enhance relationships with others.</p>

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4. SOCIAL AWARENESS

CONCEPTS	GRADE K-2	GRADE 3-5	GRADE 6-8	GRADE 9-12
A. Respect for Self and Others	<p>Identify similarities and differences between self and others.</p> <p>Identify important customs and practices of one's family and families in the community.</p>	<p>Identify similarities and differences across cultures, backgrounds, and belief systems.</p> <p>Demonstrate respect for other people whether they are similar or different.</p>	<p>Identify and develop strategies to promote respect of others across cultures, backgrounds, and belief systems.</p> <p>Explore personal cultural identity.</p> <p>Explore cultures and families that are different.</p>	<p>Apply strategies to promote respect of others across cultures, backgrounds, and belief systems.</p> <p>Exhibit respect for different cultures and points of view.</p>
B. Empathy	<p>Identify different types of feelings of others by observing emotional expressions.</p> <p>Recognize and respond when others want to be included in play.</p>	<p>Understand the concept of active listening.</p> <p>Demonstrate active listening.</p> <p>Identify more complex feelings of others by observing emotional expressions and listening.</p>	<p>Implement active listening and empathy in relationships.</p> <p>Identify the differences between empathy and sympathy.</p>	<p>Understand the need for self-compassion to be empathic towards others.</p> <p>Practice perspective-taking to effectively collaborate with others.</p>

5. SELF-AWARENESS

CONCEPTS	GRADE K-2	GRADE 3-5	GRADE 6-8	GRADE 9-12
A. Self- Acceptance	<p>Identify activities and interests of personal interest.</p> <p>Identify positive attributes or characteristics of oneself.</p> <p>Practice saying positive comments about oneself.</p>	<p>Identify skills and activities that are more difficult to accomplish.</p> <p>Identify skills and activities that are easier to accomplish and enjoyable.</p> <p>Understand the concept of self-talk.</p>	<p>Identify personal strengths and skills to be proud of.</p> <p>Identify personal areas of growth and improvement.</p> <p>Assess personal use of self-talk.</p>	<p>Engage in self-assessment to refine strengths and areas of growth.</p> <p>Engage in self-assessment to evaluate congruence between values and actions.</p> <p>Identify and/or practice ways to seek assistance in areas for growth.</p> <p>Understand personal strengths and weaknesses, and practice embracing both.</p>

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CONCEPTS	GRADE K-2	GRADE 3-5	GRADE 6-8	GRADE 9-12
B. Personal Responsibilities	<p>Identify personal roles in the family.</p> <p>Identify personal roles in the school.</p> <p>Identify personal roles in the community.</p>	<p>Reflect on personal roles at home and at school and identify responsibilities.</p> <p>Reflect on personal roles in the community and identify responsibilities as a community.</p> <p>Develop strategies to balance family, school, and community roles.</p>	<p>Identify and develop personal planning strategies to manage individual, family, and school responsibilities.</p> <p>Apply personal planning strategies to balance individual, family, and school responsibilities.</p> <p>Recognize the different roles and responsibilities people play in the family, school, and community, and how those roles and responsibilities are interrelated.</p>	<p>Recognize increased roles and responsibilities of the individual student within the family, school, and local community.</p> <p>Prioritize roles and responsibilities and implement strategies to balance family, school, work, and local communities.</p> <p>Identify and utilize resources to help balance family, school, work, and local community roles.</p> <p>Exhibit the ability to balance personal, family, school, community, and work roles.</p>
C. Citizenship	<p>Identify character traits needed for different situations.</p> <p>Recognize personal character traits.</p> <p>Compare and contrast character traits needed for different situations.</p>	<p>Identify the personal characteristics needed to contribute to the classroom.</p> <p>Identify the personal characteristics that contribute to the school community.</p> <p>Demonstrate personal characteristics of a contributing member of the school community.</p> <p>Recognize and demonstrate respect for the differences between personal culture and other cultures.</p>	<p>Demonstrate skills needed to participate in team building.</p> <p>Identify and practice ways to be a contributing group member.</p> <p>Recognize personal ways for the individual to contribute as a member of the school community.</p> <p>Recognize and demonstrate respect for the differences between personal culture and other cultures.</p>	<p>Identify activities the individual student might participate in to become a contributing member of a community.</p> <p>Exhibit the personal characteristics of a contributing member of a diverse community.</p> <p>Demonstrate respect for individuals within diverse groups.</p>